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Overview of the Series

The *Retold Myths* series includes the following components.

- Anthologies of cultural myths
- Teacher Resource book with reproducible activity sheets for each anthology
- Classroom posters for each anthology

Reading Levels

The Anthologies

The *Retold Myths* are designed for use with students in grades 6-12 who are reading at or above the sixth-grade reading level. Illustrations, footnotes, highlighted vocabulary words, and cultural information aid students' understanding and enjoyment.

The Resource Books

The resource books which accompany the anthologies supply many reproducible activity sheets. The reproducible format allows teachers the freedom to use entire sets of activities or to select individual exercises.

The activities are designed for students reading at or above the sixth-grade level. Lessons build on students' background and experience, providing links between the reader and the text.

Adapting the Classics:

A Rationale

The *Retold Myths* are based on the premise that all students deserve access to classic literature and that all students are capable of thinking at higher levels if their activities are managed properly.

The *Retold Myths* introduce students who are reading below grade level to literature that is often the exclusive domain of the advanced and college bound. Through these adapted editions, students can become familiar with elements of great literature.

Students who read the *Retold Myths* and complete the accompanying activities share in the body of knowledge which defines the culturally literate. They are given the opportunity to understand allusions to the rich heritage of literature. They experience diverse oral and written traditions. Most important, they will be guided to examine the best in themes and ideals recorded by human beings through the ages.

Name _____

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SPOTLIGHT ON VOCABULARY

Study the words and meanings shown in the box.
Then complete each sentence below by writing the
correct word on the line.

abode —home; dwelling	marveled —wondered; was in awe
agitated —troubled; disturbed	potential —possibilities; promise
compassion —feeling of tenderness and concern	relented —gave in
consult —talk with; ask for advice	resourceful —clever; skillful
edible —able to be eaten	willful —stubborn

1. Yolanda wanted a good job, so she decided to _____ a career counselor.
2. Some people become _____ by small problems, while others have great patience.
3. On the camping trip, Yan planned to gather _____ plants for his meals.
4. The _____ puppy continued to chew Alec's shoes even after obedience training.
5. Natasha has already won awards for her painting; she has the _____ to be a successful artist.
6. In a difficult time, it helps to be _____ .
7. The family's simple _____ was sturdy and comfortable.
8. The class begged Mr. Jones for more time to finish their papers, and he _____ .
9. Teresa _____ at the unusual meteorite shower that brightened the night sky.
10. Marcy had _____ for the family who lost their home in a fire, so she organized a fund-raiser to help them.

Name _____

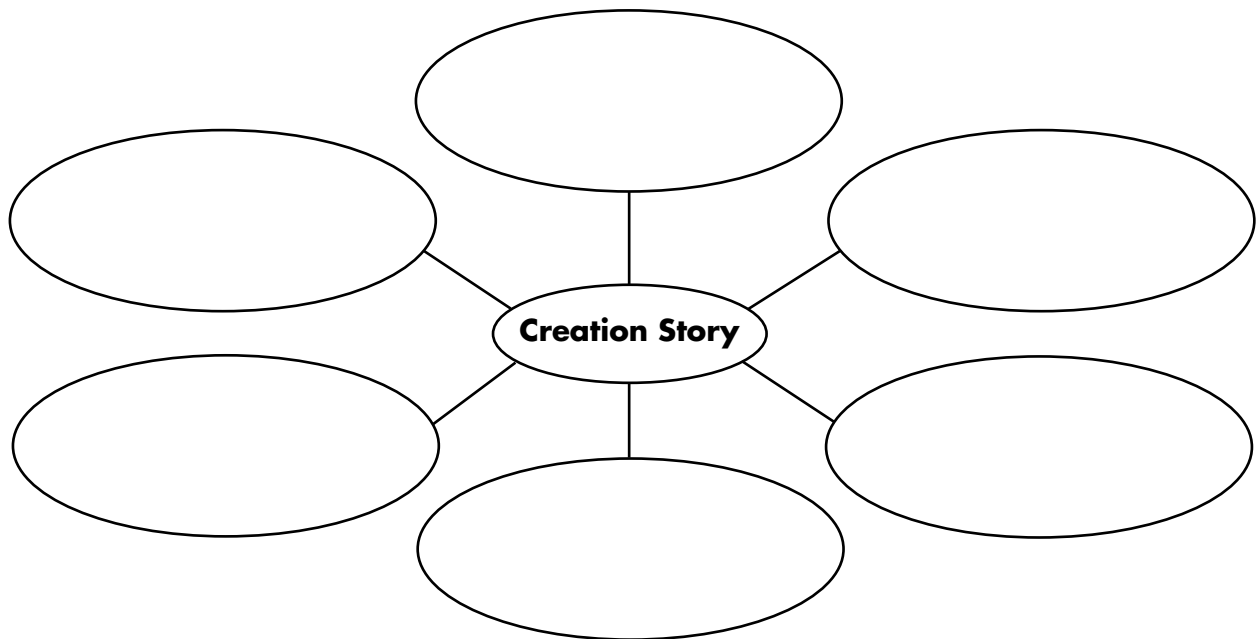
CREATION



SETTING THE STAGE

These questions will help you get ready to read the creation stories. Prepare to discuss the questions by jotting down answers in the spaces provided.

1. The stories in this section tell how the world and everything in it was created. In each circle of the web below, list what you might expect to be created in these myths.



2. The traditions of every culture include explanations of how nature and humans were created. For example, a Japanese myth tells how islands were formed. And a Native-American myth explains why some tribes began to hunt buffalo.

What kinds of things might African creation myths explain?

Share your responses with your classmates. As you read the myths, see if these creation stories contain some of the items you listed.

Name _____

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IT HAPPENED LIKE THIS

Write the letter of the best answer on the line.

“How Nambi Gained Her Beloved”

- _____ 1. King Gulu tests Kintu because
- Gulu plans to trick Kintu and so get rid of him.
 - Walumbe says that Kintu likes to show off.
 - Kintu must prove he’s worthy to marry Nambi.
- _____ 2. Kintu survives without his cow by
- going without food for two weeks.
 - learning what to eat from the bee.
 - hunting wild animals.
- _____ 3. Kintu passes his third test by
- capturing the royal bull.
 - wrestling with Walumbe.
 - breaking up a rock for fuel.
- _____ 4. Kintu is able to find his cow because
- she is the only one with calves.
 - the bee lights on the cow’s tail.
 - Nambi secretly helps Kintu.

“Obatala Creates the World”

- _____ 5. Obatala creates land using a
- black cat, salt, and some iron shavings.
 - lion, wheat kernels, and parchment.
 - gold chain, some sand, and a white hen.
- _____ 6. Obatala names his place Ile-Ife, meaning
- “slow life.”
 - “high ground.”
 - “wide house.”

- _____ 7. Olorun creates the sun because
- Obatala says it’s too gray on earth.
 - Chameleon wants to get warm.
 - Olokun demands it as a gift.
- _____ 8. Imperfect people are created when Obatala
- falls asleep and Olokun breaks his mud figures.
 - drinks wine and drops some mud figures.
 - leaves some mud figures out in the rain.

“Heart Finds a Home”

- _____ 9. On his way to meet God, Mutima
- teaches compassion to Sun, Night, Noon, and Rain.
 - finds the creator’s new home.
 - makes trouble between Moon and Night.
- _____ 10. Mutima is happy when he
- finds God.
 - learns why the creator went away.
 - shares his heart with God’s children.